New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

New Dawn Charter High School

Renewal Site Visit Date: November 15, 2021
Date of Report: May 26, 2022

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Table of Contents

SCHOOL DESCRIPTION **3**

METHODOLOGY **5**

BENCHMARK ANALYSIS **8**

Summary of Findings 10
Benchmark 1: Student Performance 11
Benchmark 2: Teaching and Learning 12
Benchmark 3: Culture, Climate, and Family Engagement 16
Benchmark 4: Financial Condition 19
Benchmark 5: Financial Management 20
Benchmark 6: Board Oversight and Governance 21
Benchmark 7: Organizational Capacity 23
Benchmark 8: Mission and Key Design Elements 26
Benchmark 9: Enrollment, Recruitment, and Retention 28
Benchmark 10: Legal Compliance 30

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	New Dawn Charter High School
Board Chair	Ronald Tabano
District of location	NYC CSD 15
Opening Date	Fall 2012
Charter Terms	• Initial Charter: August 5, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 500 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 400 students
Facilities	242 Hoyt St, Brooklyn, NY 11217 - Private Space
Mission Statement	*New Dawn Charter High School will provide over-age and under-credited students 15 to 21 years of age including those who are English Language Learners and those with special needs, the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. Within the framework of the education program, three programs will be offered: 1) interventions for those with fewer than 11 credits, and for those with 11 or more credits: 2) internships in the community and 3) college enrollment.*
Key Design Elements	• A literacy-rich general education program • An intensive Grade 9 intervention program for students with fewer than eleven credits • A daily advisory to address social-emotional needs • Balanced instruction integrated into the workshop model • A pre-college program following completion of internships • A longer school year of at least 200 days beginning in Year 2 (214 days) • A daily common planning time and professional development • Regularly embedded professional development in the classroom
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• **To reduce the charter school's authorized enrollment from 500 to 400 students.** • **To amend the charter school's organizational chart to reflect significant changes.**

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Noteworthy: New Dawn Charter High School (NDCHS) continue to provide over-aged and under-credited students, aged 15 – 21, including those who are English language learners (ELLs) and those with special needs, the opportunity to return to school and obtain a high school diploma through rigorous NYSED standards-based education program. Within the framework of the education program, three programs are offered: 1) Interventions for those with fewer than 11 credits, and for those with 11 or more credits: 2) Internships in the community and 3) College enrollment. A range of wraparound supports, and apprenticeship opportunities help students graduate, providing one of the few outlets in the district to support this at-risk population.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at Laws, Regulations & Memos | New York State Education Department. Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal, or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	**Year 2 2018 to 2019**	**Year 3 2019 to 2020**	**Year 4 2020 to 2021**	**Year 5 2021 to 2022**
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	500	500	500	500	500

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	**Year 2 2023 to 2024**	**Year 3 2024 to 2025**	**Year 4 2025 to 2026**	**Year 5 2026 to 2027**
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Proposed Enrollment	400	400	400	400	400

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for

[2] This proposed chart was submitted by New Dawn CHS in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day remote renewal site visit was conducted at NDCHS on November 15, 2021. The CSO SV team conducted interviews with the board of trustees, school leadership team, students, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted remote six classroom observations in Grades 9 - 12. The observations were approximately 30 minutes in length and conducted jointly with the principal. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **NYCDOE School Quality Reports showing survey results;**
- **2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**

- **Prior CSO monitoring reports (mid-term); and**
- **School's 2021 renewal application.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 15, 2021 at NDCHS see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Meets**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

NDCHS is in year ten of operation and serves students in Grades 9 - 12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
    - The school has built strong relationships with students who are over-age, under-credited, and have not previously been successful in school and performs an important role in the community.
    - The school offers students a highly customized education experience that allows them to accumulate the needed credits quickly.
    - All students, teachers and member of the leadership interviewed during the visit stated that the school is a safe environment.
    - The school's board has a wide range of expertise and has evolved over time based on the needs of the school.

- **Summary of Areas in Need of Improvement**:
    - After the COVID-19 pandemic, the school has seen a decline in overall enrollment which it is working to address.
    - In the absence of the internship program given the COVID-19 pandemic's impacts, the school is still working to identify meaningful work experiences for its students through individualized action plans for each student.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. It has improved its graduation rates and Regents passing rates.

New Dawn CHS is a Transfer School as per Commissioner's Regulations 100.21(vii) definition: A transfer high school means a high school in which the majority of students upon their first enrollment in the high school had previously attended Grade 9 or higher in another high school or a high school in which the majority of students attained age 16 or higher in the year in which the students first entered Grade 9, or a school in which more than 50 percent of currently enrolled students are ELLs. A comparison of the graduation rates by cohort in year four and year six show the impact of the school in the student's outcome.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- HS:
    - The school uses a range of curriculum resources, organized in the online system "Chalk" to ensure alignment with standards, including the new Next Generation Learning Standards (NGLS).
    - The school's program is designed to offer a range of courses to students depending on credits needed for graduation, rather than following a traditional grade-level progression.

Academic Program for Students with Disabilities (SWDs) and ELLs:

- SWDs:
    - The school utilizes an inclusion model to support SWDs, with two teachers in many classrooms.
    - There are opportunities for differentiated content, small group instruction, and individualized support for SWDs within the model.
    - The school offer some courses focused on basic skills as needed for students.
- ELLs:
    - The school primarily utilizes a push-in model to support ELLs, with a specialist supporting in many classes.
    - The types of support provided to ELLs are dependent on student need, but can include specialized courses, small group instruction, or differentiated materials.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. This is due to stronger support and better graduation rates for SWDs at the school and a renewed, coordinated approach to support all students and SWDs and ELLs in particular.

1. Element: ***Curriculum***:
    - **Indicator a:** The renewal application discussed, and teachers confirmed in their focus group that there is a clear, standards aligned curriculum. The school leaders reported that they have been updating these materials in recent years to align with the new NGLS and will continue this process. Teachers reported that they access these materials through the Chalk online system, and also submit lesson plans for review through the system. In the 2021 CSO Teacher Survey (17 of 18 teachers responded which is a 94 percent response rate), 82 percent of the respondents strongly agreed with the statement "The school has a documented curriculum that is aligned to the New York State learning standards."
    - **Indicator b:** The renewal application stated, and teachers confirmed, that they are provided with curriculum maps and then develop lesson plans based on these. School leaders reported that they access these lesson plans for review weekly through the Chalk program.
    - **Indicator c:** While the school does not follow a traditional grade-level progression given students' different entry points, teachers discussed regular opportunities for collaboration and being able to access their peers' lesson plans in the online system. School leaders discussed how they annually review curriculum maps for horizontal and vertical alignment. Of the teachers that responded to the 2021 CSO Teacher Survey, 82 percent of the respondents strongly agreed with the statement "The school's curriculum Is aligned vertically across grade levels."
    - **Indicator d:** School leaders and teachers discussed how they utilize the workshop model to allow for differentiated content, as well as the co-teaching model. This was confirmed during classroom

observations when students were observed working on content at different levels. The school support team also discussed the intervention classes, utilizing specific curriculums, as a key method of differentiation.

- **Indicator e:** School leaders reported that they annually update curriculum, most recently focused on alignment to the revised NGLS standards. The school leader also reported that they are in the process of creating a curriculum policy document that will be referenced regularly to ensure curriculum meets the school's needs and goals. Of the teachers that responded to the 2021 CSO Teacher Survey, 76 percent of those who responded strongly agreed with the statement "The curriculum is systematically reviewed and revised."

2. Element: ***Instruction***:
   - **Indicator a:** School leaders and teachers were all able to speak to the workshop model in a consistent manner as a core component of the school's instructional model. The majority of observed lessons implemented the workshop model with fidelity. In the 2021 CSO Parent Survey (74 of a possible 256 parents responded which is a 29 percent response rate) 97 percent who responded strongly agreed with the statement "The teaching quality at this school is very high."
   - **Indicator b:** The school's provided self-evaluation described the focus on small group instruction and peer to peer interaction as key strategies to support student engagement. Interviewed students talked about their ability to talk to their peers as a key reason they enjoy NDCHS. Observed lessons demonstrated the implementation of both small group instruction and peer to peer interaction; student engagement was generally high during observed lessons. 17 teachers out of 18 at the school, responded to the 2021 CSO Teacher Survey and 88 percent of the respondents strongly agreed with the statement "Instructional delivery fosters engagement with all students."

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** The renewal application described a range of assessments for a range of purposes, including Scantron diagnostics, practice Regents' exams for progress monitoring, and teacher developed assessments aligned to Student Learning Objectives. The school also provided a Local Assessment Plan that supported these statements. Of the teachers that responded to the 2021 CSO Teacher Survey (17 teachers out of 18 at the school), 82 percent strongly agreed with the statement "The school uses a system of formative, diagnostic, and summative assessments."
   - **Indicator b:** School leaders discussed how Scantron assessments are used to place students into the appropriate courses and identify students in need of additional interventions at the time of enrollment. Teachers described how they use formative data to place students in small groups and identify skills for reteaching.
   - **Indicator c:** School leaders discussed how they use data, particularly student passing rates on Regents' exams, to make adjustments to curriculum and other aspects of programming in order to improve outcomes. One example cited was the addition of the Math 180 intervention curriculum based on lower outcomes in math that they were seeing.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** The organizational chart demonstrates that the school has many staff devoted to supporting diverse learners. In interviews the student support team was able to speak to a range of supports provided to students based on individualized need, including push-in, intervention classes using Read 180 and Math 180, and differentiated materials that allow students to access material at their reading levels. Of the teachers that responded to the 2021 CSO Teacher Survey

76 percent strongly agreed with the statement "The school provides supports to meet the academic needs of students with disabilities" and 71 percent who responded felt the same about supports for ELL students.

Referencing NYCDOE CSE information, the school is successful in consistently keeping in contact with parents, even though the school has many students who struggle with attendance. The school also consistently assists the CSE with difficulties in contacting families. The CSE has not received any complaints from parents regarding the school's conduct or interaction with families. The school is, generally, effective at providing specially designed instruction (SDI) to students, which is a challenge, given the attendance issues. The school is prepared for IEP meetings with information that allows teams to develop individualized IEPs for students. Communication with the CSE is very good, as the school is particularly responsive to CSE emails, phone calls, and document requests in a timely manner.

- **Indicator b:** Student support staff and teachers interviewed cited the school's small size as allowing them to easily communicate about individual students and discussed the use of Jupiter to track all staff's touchpoints with individual students and families as a primary way that they keep each other up-to-date. The provided schedule indicates weekly time set aside for discussing individual students in addition to the more informal conversations. Student retention at the school this year has improved and the school thinks that this may be due to the shift back to in person learning since that visit.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over the charter term, the trajectory for the benchmark has been consistent as a Meets. During this SV the CSO SV team observed that the school offers family and student outreach programs and support, along with student counseling.

1. Element: ***Behavior Management and Safety:***
    - **Indicator a:** The school provided a clear written discipline policy as part of its renewal application which includes a clear ladder of consequences. Students and teachers articulated that they felt the behavior management system was fair and consistent during focus groups. Of the teachers that responded to the 2021 CSO Teacher Survey, 71 percent strongly agreed with the statements "The school's discipline policy is clear" and "The school's discipline policy is fair to all students." Of the parents that responded to the 2021 CSO Parent Survey, 99 percent strongly agreed with the statement "The school's discipline policy is clear."
    - **Indicator b:** Observed virtual instruction was safe and free from significant disruption. The student focus group participants all reported feeling safe at school. Of the teachers that responded to the CSO 2021 Teacher Survey, 82 percent who responded strongly agreed with the statement "The provides a safe environment"; of the parents that responded to the 2021 CSO Parent Survey, 99 percent who responded strongly agreed with the same statement.
    - **Indicator c:** Teacher focus group participants were able to discuss how they talk to students to prevent harassment and students reported in the focus group an absence of these behaviors. School leaders in their focus group also spoke to schoolwide systems to address any incidents.
    - **Indicator d:** Observed virtual instruction was generally free from disruptions and were conducive to learning. Student focus group participants also reported that one thing they like about NDCHS is that they can focus on learning without a lot of distractions. Of the parents that responded to the 2021 CSO Parent Survey, 99 percent who responded strongly agreed with the statement "Classroom environments support learning and are generally free from disruptions."

2. Element: ***Family Engagement and Communication:***
    - **Indicator a:** Leaders and teachers in focus groups discussed a range of methods for family communication and engagement, including home visits, regular phone calls, and supports for the whole family. The support team focus group also discussed the addition of a full-time community liaison team to better support these interactions. Of the teachers that responded to the 2021 CSO Teacher Survey, 59 percent who responded strongly agreed with the statement "The school provides opportunities for parent participation within the school community" Of the parents that responded to the 2021 CSO Parent Survey, 96 percent strongly agreed with the same statement (only 29 percent of the parents responded to the survey).
    - **Indicator b:** The teacher focus group discussed regular interactions with families, including phone calls and virtual meetings during the COVID-19 pandemic. With regard to the 2021 CSO Teacher Survey, 88 percent who responded strongly agreed with the statement "The school uses many methods of communication with families." Of the parents that responded to the 2021 CSO Parent Survey, 97 percent strongly agreed with the statement "I receive regular and timely information on my child's academic progress in my home language."
    - **Indicator c:** The renewal application discussed a range of ways to gauge parent satisfaction both formally and informally. These included the NYSED parent survey as well as school-administered surveys.
    - **Indicator d:** All interviewed stakeholders discussed an online system used by all staff to log family interactions, allowing them to monitor progress and respond to any concerns in a consistent and systematic manner.
    - **Indicator e:** The renewal application discusses regular updates to the community, particularly as it relates to the role of transfer high schools and the school's specific student population. Of the parents that responded to the 2021 CSO Parent Survey, 96 percent strongly agreed with the

statement “The school informs parents about how the school performance compared to others in the district and state.”

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:** The renewal application describes a range of social-emotional supports available to students. These include schoolwide programs such as advisory and mentoring, as well as additional supports for identified students such as counseling. Student focus group participants reported that their teachers cared about their overall well-being and felt they could talk to staff about any social-emotional issues. Of the teachers that responded to the 2021 CSO Teacher Survey, 94 percent strongly agreed with the statement “The school has social, emotional, and mental health programs and supports for all students.”
   - **Indicator b:** School leaders reported monitoring a range of social-emotional data points, including attendance, engagement, and referrals. The renewal application describes a range of venues in which these data are discussed, including an attendance committee, PLCs focused on individual students, and referrals teachers can make to the leadership team.
   - **Indicator c:** In the school leader focus group, leaders were able to discuss the impact of individual programs on student engagement. Most notably, they discussed how the absence of the internship program due to the COVID-19 pandemic has made engagement of some students more challenging and how the school had to find valid alternative for that component of the program in lieu of the regular internships which have now resumed. All internship engagement will resume as soon as public health policy permits.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Over the charter term, the trajectory for the benchmark has been consistent as a Meets.

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

New Dawn Charter High School is part of the New Dawn Charter Schools education corporation. New Dawn Charter Schools appears to be in good financial condition as evidenced by performance on key indicators derived from the education corporation's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. New Dawn Charter Schools' 2020-2021 composite score is 2.29.

Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	3.00
2017-2018	3.00
2018-2019	2.65
2019-2020	2.64
2020-2021	2.29

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over the charter term, the trajectory for the benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed New Dawn Charter Schools' 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. The board introduced a strategic plan that is used to review and fine-tune school practices and to address the school's challenges.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The board roster demonstrates a range of expertise in board members that are valuable to the school, including education, real estate, and finance. Board members reported in the focus group that the skills they look for have evolved depending on the school's needs at a particular time, such as a focus on real estate when seeking a new building.
   - **Indicator b:** The board recently went through a strategic planning process, discussed in the board focus group, and confirmed by the submission of the final strategic plan as part of the renewal application. The provided strategic plan includes goals and proposed changes in key programming areas; changes outlined in the strategic plan were confirmed in interviews with school leaders, such as the transiting to NLGS aligned curriculum.
   - **Indicator c:** The renewal application describes a range of ways in which the board provides active oversight, including regular review of academic, culture, operational and financial data. This was confirmed in both the submitted board documents as well as the board focus group. The school leader reported that she sees her board as a very effective resource for decision-making.

- **Indicator d:** The school's renewal application included board policies; the board focus group stated that they review policies annually and make updates as needed.
- **Indicator e:** The renewal application described a clear, data-driven process the board uses for evaluating the school leader; the board focus group confirmed this approach and their expectation that the school leader evaluates other school staff in a similar manner. The board also reported that they conduct an annual self-assessment.
- **Indicator f:** The board focus group reported a commitment to meeting all legal responsibilities, including Open Meetings Law, conflict of interest avoidance, and fiscal stewardship. Board minutes and other provided documents confirmed that the board has practices in place to support meeting these obligations, although the school has not always fully complied with the requirements of the law, its charter, or CSO policy during the charter term

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has consistent as a Meets, continuing to have an experienced staff that indicated that it feels well-supported.

1. Element: ***School Leadership:***

- **Indicator a:** The school submitted an organizational chart that shows substantive leadership at both the organization and school level. Participants in the teacher and student support focus group reported that the leadership team is committed to supporting them in working towards the school's missing and vision. Of the teachers that responded to the 2021 CSO Teacher Survey, 76 percent strongly agreed with the statement "The school has an effective leadership team that communicates a clearly defined mission and set of goals to staff and the school community."
- **Indicator b:** the renewal application provides clear job descriptions for leadership team members along with an organizational chart that shows clear supervisory structures. School leaders in the focus group were able to clearly articulate their roles and teacher focus group participants reported that they are clear on who do go to for what. Of the teachers that responded to the 2021 CSO Teacher Survey, 59 percent strongly agreed with the statement "Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to."
- **Indicator c:** The renewal application describes a range of structures for regular staff communication, including weekly leadership team meetings, weekly "House Cleaning" meetings with all staff to discuss culture issues and the use of staff committees to support any new initiatives. Interviewed leachers reported that they are satisfied with communication from school leadership.
- **Indicator d:** The school leader focus group discussed their robust hiring process which has a focus on mission alignment and experience working with the school's targeted population. Staff data provided as part of the renewal application confirm that the school has a relatively experienced teaching staff which interviewed teachers stated was an important part of the school model. Of the teachers that responded to the 2021 CSO Teacher Survey, 60 percent have four or more years of K-12 teaching experience.

2. Element: ***Professional Climate:***
   - **Indicator a:** School leaders reported that at the time of the site visit they were fully staffed. The renewal application and provided organizational chart show that additional positions have been added to support students; the student support team focus group discussed the importance of these roles in supporting student and family engagement.
   - **Indicator b:** The renewal application stated that NDCHS teachers have numerous opportunities to collaborate throughout the weekly schedule and teacher focus group participants confirmed this. According to the renewal application and confirmed by the master schedule, each teacher has two prep periods, plus a common lunch with the entire staff, and time is scheduled three to four times per week for collaboration from 4:00 PM to 5:00 PM. Of the teachers that responded to the 2021 CSO Teacher Survey, 65 percent strongly agreed with the statement "The school has established procedures for effective collaboration among teachers."
   - **Indicator c:** The renewal application states that teachers have been placed in PLC cohorts, where this time is used to collaborate on lesson plans, internal instructional rounds, and peer review. The staff roster shows that the school has several staff members that became certified PLC coaches, a year-long extensive process[39], that lead these PLC groups around a school-wide Problem of Practice. Teacher focus group participants stated that it is through these PLC meetings that they share best practices, conduct classroom visits, and conduct peer review sessions as a support to their activities related to school improvement.
   - **Indicator d:** The renewal application describes the use of the Danielson Framework as the basis of teacher evaluation at NDCHS; this was confirmed by the school leader in an interview. School leaders described the teach evaluation process as an ongoing collaborative process with a focus on goal setting, reflection, and improvement.

- **Indicator e:** The school provided results to the NYSCDOE teacher survey that they administer annually. Additionally, the renewal application describes the use of surveys on an ongoing basis to gauge effectiveness of particular initiatives. Teacher focus-group participants reported that school leadership is open to feedback from teachers on an ongoing basis.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** N/A
   - **Indicator c:** The renewal application describes a process used by school leaders and the board of trustees to evaluate the effectiveness of vendors and fidelity of contract implementation. This is done through conversations among the stakeholders and against a set of goals that must be met by vendors.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. During the visit all teachers and staff were prepared for explain how the Key Design Elements were implemented, and implementation was evident in observed classrooms.

1. Element: ***Missions and Key Design Elements:***
    - **Indicator a:** All interviewed stakeholders were able to clearly articulate the school's mission and vision and named it as a key reason why they have chosen to work at NDCHS. Additionally, many of the unique elements of the school articulated by interviewed stakeholders and in the renewal application attachment "Innovative Elements" are closely aligned with the school's key design elements. Of the parents that responded to the 2021 CSO Parent Survey, 97 percent agreed that the school is fulfilling its mission.
    - **Indicator b:** Submitted documents, interviews, and observations all reinforced the school's consistent implementation of its key design elements. The renewal application describes the school's process of implementing these key design elements and applying them to both instruction and student promotion.
        - There are several around literacy-rich program which were evident in observed classrooms that had a focus on text, student focus group participants citing the ability to take customized course sequences, and teachers' focus on Regent's data.
        - An intensive Grade 9 intervention program for students with fewer credits was also observed taking place at the school (inside and outside the classroom).
        - For social/emotional growth, a daily advisory and mentoring was cited by teachers and the student support team as taking place at the school.
        - Balanced instruction integrated into the workshop model was also showcased by the instruction taking place in the classroom.
        - In the teacher focus group, a pre-college program following completion of internships was not observed but discussed with the school leadership team as a focus around FAFSA completion, individualized post-graduation plan development, and a focus on college application supports.
        - The school is implementing a longer school year of 214 days.
        - There are also key design elements relating to a daily common planning time and professional development embedded in the classroom and although not observed in

class, both the leadership and the teachers in their focus groups say they are implemented and effective.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches, with strengths in serving subgroups; but overall enrollment challenges were identified at both the mid-term and renewal site visits.

1. Element: ***Target are met:***
    1. **Indicator a:** Element: ***Targets are met:***
    New Dawn CHS has been consistent in meeting and exceeding enrollment targets for SWDs and EDs over the charter term. The school has increased the percentage of SWDs served from 41 percent in 2019-2020, to 44 percent in 2020-2021, exceeding the comparable proportion of SWD in the school's district of location (NYC CSD 15) by +21 percentage points. This was achieved through a number of efforts and outreach to other potential students and their families including referrals, home visits, and partnerships with neighboring schools and nonprofit organizations. The school serves a proportion of ED students (86 percent) that is greater than that of NYC CSD 15 (+11 percentage points in both 2019-2020 and 2020-2021).

2. Element: ***Targets are not met:***

- **Indicator a:** The school is well below the 85 percent enrollment threshold (51 percent for 2020-2021) and while the school serves a higher percentage of student subgroups than the district of location, they have consistently fallen short of overall enrollment targets. School leaders largely attribute this to the highly mobile population which they seek to serve as a transfer high school, as well as challenges students faced engaging in virtual learning. The proportion of ELL students served by NDCHS has remained stable at 9 percent in 2019-2020 and 2020-2021, narrowing the differential with NYC CSD 15 to -5 and -6 percentage points respectively. Overall and subgroup retention rates remain below that of the district of location.
- **Indicator b:** The student support team discussed a range of recruitment strategies, including referrals, home visits, and partnerships with neighboring schools and nonprofit organizations which have already been successful in recruiting at-risk student populations.
- **Indicator c:** In its focus group, the student support team articulated specific data points related to specific recruitment strategies that they use to measure effectiveness, including the number of students referred by current students and counselors from neighboring schools.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has declined from a Meets to an Approaches due to several legal compliance issues.

1. Element: ***Legal Compliance:***
   - **Indicator a:** NYSED documents indicate that the school has generally had a history of compliance with applicable laws and charter provisions. This was verified through provision of board rosters, teacher certification documents, and posting of required documents on the school website. The school was late in submitting a Certificate of Occupancy and fire inspection report with the 2021 renewal application as required (this was because NYC Department of Building was backlogged because of the COVID-19 pandemic), the 2018-2019, and 2019-2020 Annual Report for uncertified teachers reflect that the school didn't provide accurate numbers. Of the 18 current teachers reported in the 2020-2021 Annual Report, eight were uncertified and one hire in 2019-2020 who worked 731 days prior to being cleared.
   - **Indicator b:** The renewal application describes several instances where the school has made adjustments to address compliance concerns, including more robust evidence of following the Open Meetings Law and the use of Executive Sessions. During the course of the charter term the school received notice of deficiency for under enrollment and a host of informal complaints received during the term, including allegations that the school has a probationary period for new students, and safety issues for students at the site.
   - **Indicator c:** The school submitted two significant revisions as a part of its current charter renewal application process.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
NEW DAWN CHARTER HIGH SCHOOL	331500861016	256

ESEA Accountability Designation (2019-2020):	This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #15
Total Public School Enrollment of Resident Students attending Charter Schools:	6%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	High School
Address:	242 HOYT ST BROOKLYN NY 11217
Website:	www.ndchsbrooklyn.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	SARA ASMUSSEN
CEO Phone:	(347) 505-9102
CEO Email:	sasmussen@ndchsbrooklyn.org
BOT President:	RONALD TABANO
BOT President Phone:	(212) 209-6036
BOT President Email:	rtabano@jvlwildcat.org
Institution ID:	800000071079

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	7/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	256	74	29%
Student Survey (Grades 9-12)	256	67	26%
Teacher Survey	-	17	-

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

NEW DAWN CHARTER HIGH SCHOOL

2018-2019

NEW DAWN CHS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Transfer High School	+/- 5	BROOKLYN FRONTIERS HIGH SCHOOL	.	.	.	-11
		NEW VISIONS AIM CHARTER HS I	.	.	.	-6
		NEW VISIONS AIM CHARTER HS II	.	.	.	+1
		Mean	.	.	.	-5
	+/- 7.5	BUSHWICK COMMUNITY HS	.	.	.	-7
		EAST BROOKLYN COMMUNITY HIGH SCHOOL	.	.	.	-10
		SOUTH BROOKLYN COMM HIGH SCHOOL	.	.	.	-4
		URBAN DOVE TEAM CHARTER SCHOOL	.	.	.	+4
		Mean	.	.	.	-4
	+/- 10	HARVEY MILK HIGH SCHOOL	.	.	.	-13
		JOHN V LINDSAY WILDCAT ACAD CHARTER	.	.	.	-7
		LIBERATION DIPLOMA PLUS	.	.	.	0
		METROPOLITAN DIPLOMA PLUS HIGH SCH	.	.	.	0
		Mean	.	.	.	-5
Mean			.	.	.	-5

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEW DAWN CHARTER HIGH SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency **:**

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Not applicable to this charter school

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	New Dawn CHS	NYS	Differential to NYS	Charter Total Tested	New Dawn CHS	NYS	Differential to NYS	Charter Total Tested	New Dawn CHS	NYS	Differential to NYS	Charter Total Tested	New Dawn CHS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	50	58%	70%	-12	10	30%	46%	-16	5	100%	49%	+51	38	53%	63%	-10
	2017-2018	48	69%	64%	+5	18	39%	39%	0	-	-	-	-	35	66%	56%	+10
	2018-2019	50	52%	66%	-14	18	17%	43%	-26	-	-	-	-	46	52%	59%	-7
	2019-2020	83	93%	93%	0	32	84%	90%	-6	9	89%	90%	-1	65	94%	92%	+2
	2020-2021	38	89%	97%	-8	22	82%	96%	-14	5	80%	98%	-18	30	93%	97%	-4
English Language Arts (Common Core)	2016-2017	39	77%	84%	-7	12	50%	59%	-9	-	-	-	-	31	71%	77%	-6
	2017-2018	50	80%	79%	+1	20	60%	52%	+8	-	-	-	-	48	79%	70%	+9
	2018-2019	52	81%	84%	-3	24	67%	61%	+6	7	86%	56%	+30	45	82%	78%	+4
	2019-2020	61	90%	96%	-6	27	81%	91%	-10	-	-	-	-	53	89%	94%	-5
	2020-2021	46	93%	99%	-6	20	95%	98%	-3	7	86%	98%	-12	37	92%	99%	-7
Global History	2018-2019	41	76%	79%	-3	17	71%	52%	+19	-	-	-	-	38	74%	72%	+2
	2019-2020	68	96%	98%	-2	31	97%	95%	+2	7	100%	95%	+5	57	95%	97%	-2
	2020-2021	72	100%	100%	0	27	100%	100%	0	-	-	-	-	57	100%	100%	0
Global History Transition	2017-2018	27	33%	73%	-40	9	22%	45%	-23	-	-	-	-	24	29%	62%	-33
	2018-2019	55	56%	62%	-6	22	36%	34%	+2	6	50%	36%	+14	50	54%	51%	+3
	2019-2020	8	25%	84%	-59	5	0%	76%	-76	-	-	-	-	8	25%	80%	-55
Living Environment	2016-2017	52	67%	96%	-5	21	38%	45%	-7	-	-	-	-	42	67%	62%	+5
	2017-2018	51	59%	96%	-11	16	56%	44%	+12	5	60%	43%	+17	45	58%	60%	-2
	2018-2019	59	73%	96%	+2	20	40%	45%	-5	6	67%	43%	+24	50	72%	61%	+11
	2019-2020	90	98%	96%	+2	37	95%	93%	+2	13	100%	94%	+6	71	97%	95%	+2
	2020-2021	46	89%	98%	-9	20	80%	97%	-17	-	-	-	-	38	89%	98%	-9
Physical Setting/ Earth Science	2016-2017	16	31%	64%	-33	5	0%	40%	-40	-	-	-	-	11	27%	53%	-26
US History and Government	2016-2017	46	76%	81%	-5	16	63%	55%	+8	-	-	-	-	38	74%	73%	+1
	2017-2018	55	87%	81%	+6	22	77%	56%	+21	5	100%	58%	+42	47	85%	73%	+12
	2018-2019	70	63%	77%	-14	32	53%	51%	+2	5	40%	47%	-7	63	60%	67%	-7
	2019-2020	86	95%	97%	-2	31	94%	93%	+1	6	100%	92%	+8	73	95%	95%	0
	2020-2021	63	100%	100%	0	25	100%	100%	0	8	100%	100%	0	51	100%	100%	0

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

NEW DAWN CHARTER HIGH SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Dawn CHS	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS	NYS	Differential to NYS	Charter Total Cohort	New Dawn CHS	NYS	Differential to NYS
ELA	2013 Cohort	132	35%	85%	-50	53	21%	55%	-34	10	40%	41%	-1	112	36%	80%	-44
	2014 Cohort	96	32%	84%	-52	40	15%	54%	-39	7	29%	52%	-23	83	30%	78%	-48
	2015 Cohort	85	48%	84%	-36	35	37%	55%	-18	5	40%	55%	-15	72	51%	79%	-28
	2016 Cohort	116	44%	88%	-44	47	30%	66%	-36	14	36%	69%	-33	100	45%	84%	-39
	2017 Cohort	99	48%	89%	-41	38	34%	69%	-35	12	58%	75%	-17	82	45%	86%	-41
Global History	2013 Cohort	132	27%	78%	-51	53	15%	42%	-27	10	20%	35%	-15	112	27%	70%	-43
	2014 Cohort	96	22%	77%	-55	40	5%	42%	-37	7	14%	43%	-29	83	20%	69%	-49
	2015 Cohort	85	32%	78%	-46	35	20%	43%	-23	5	40%	48%	-8	72	35%	70%	-35
	2016 Cohort	116	48%	84%	-36	47	36%	60%	-24	14	36%	63%	-27	100	49%	80%	-31
	2017 Cohort	99	54%	87%	-33	38	39%	66%	-27	12	58%	69%	-11	82	50%	84%	-34
Math	2013 Cohort	132	43%	85%	-42	53	30%	50%	-20	10	40%	53%	-13	112	44%	80%	-36
	2014 Cohort	96	43%	83%	-40	40	13%	49%	-36	7	43%	59%	-16	83	40%	77%	-37
	2015 Cohort	85	44%	84%	-40	35	20%	51%	-31	5	0%	60%	-60	72	46%	78%	-32
	2016 Cohort	116	57%	88%	-31	47	36%	64%	-28	14	43%	72%	-29	100	56%	85%	-29
	2017 Cohort	99	66%	90%	-24	38	45%	69%	-24	12	75%	79%	-4	82	62%	88%	-26
Science	2013 Cohort	132	46%	84%	-38	53	28%	52%	-24	10	20%	42%	-22	112	48%	78%	-30
	2014 Cohort	96	35%	83%	-48	40	18%	52%	-34	7	29%	50%	-21	83	35%	76%	-41
	2015 Cohort	85	48%	83%	-35	35	29%	51%	-22	5	40%	51%	-11	72	51%	76%	-25
	2016 Cohort	116	55%	87%	-32	47	38%	64%	-26	14	43%	66%	-23	100	53%	83%	-30
	2017 Cohort	99	65%	90%	-25	38	42%	70%	-28	12	83%	74%	+9	82	63%	87%	-24
US History	2013 Cohort	132	28%	81%	-53	53	26%	49%	-23	10	20%	40%	-20	112	29%	74%	-45
	2014 Cohort	96	31%	80%	-49	40	25%	48%	-23	7	29%	50%	-21	83	30%	72%	-42
	2015 Cohort	85	32%	79%	-47	35	23%	48%	-25	5	20%	48%	-28	72	33%	71%	-38
	2016 Cohort	116	42%	84%	-42	47	34%	61%	-27	14	29%	61%	-32	100	43%	79%	-36
	2017 Cohort	99	51%	85%	-34	38	39%	66%	-27	12	67%	67%	0	82	48%	81%	-33

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New Dawn CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Dawn CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Dawn CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	New Dawn CHS	NYS Graduation Rate	Differential to NYS
2013 Cohort	4 Year	132	20%	82%	**-62**	53	23%	58%	**-35**	10	20%	42%	**-22**	112	20%	76%	**-56**
	5 Year	135	33%	85%	**-52**	58	33%	64%	**-31**	14	29%	50%	**-21**	115	30%	80%	**-50**
	6 Year	131	47%	86%	**-39**	56	54%	66%	**-12**	13	38%	53%	**-15**	106	44%	82%	**-38**
2014 Cohort	4 Year	96	13%	83%	**-70**	40	10%	60%	**-50**	7	0%	54%	**-54**	83	11%	76%	**-65**
	5 Year	112	36%	86%	**-50**	49	22%	66%	**-44**	7	29%	62%	**-33**	97	33%	81%	**-48**
	6 Year	113	50%	87%	**-37**	49	41%	68%	**-27**	7	29%	66%	**-37**	94	48%	83%	**-35**
2015 Cohort	4 Year	85	27%	83%	**-56**	35	23%	62%	**-39**	5	20%	58%	**-38**	72	29%	77%	**-48**
	5 Year	94	39%	87%	**-48**	42	29%	67%	**-38**	-	-	-	-	79	44%	82%	**-38**
	6 Year	97	49%	88%	**-39**	44	43%	70%	**-27**	-	-	-	-	83	53%	84%	**-31**
2016 Cohort	4 Year	116	19%	85%	**-66**	47	19%	63%	**-44**	14	14%	63%	**-49**	100	19%	80%	**-61**
	5 Year	121	41%	88%	**-47**	45	29%	69%	**-40**	16	25%	70%	**-45**	105	41%	83%	**-42**
2017 Cohort	4 Year	99	29%	86%	**-57**	38	13%	65%	**-52**	12	17%	70%	**-53**	82	28%	81%	**-53**

**See NOTES (1), (2), (4), and (9) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

New Dawn CHS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	77	6	8%	32	1	3%	6	1	17%	61	4	7%
2015	54	14	26%	18	2	11%	-	-	-	42	10	24%
2016	70	12	17%	32	4	13%	9	1	11%	62	12	19%
2017	72	18	25%	31	4	13%	8	3	38%	62	15	24%
2018	45	17	38%	23	6	26%	6	4	67%	38	13	34%

**See NOTES (1), (2), (4), (7), and (10) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NEW DAWN CHARTER HIGH SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New Dawn CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	500	321	64%
2017-2018	500	266	53%
2018-2019	500	216	43%
2019-2020	500	253	51%
2020-2021	500	256	51%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	New Dawn CHS	NYC CSD 15	Differential to District	New Dawn CHS	NYC CSD 15	Differential to District	New Dawn CHS	NYC CSD 15	Differential to District
2016-2017	40%	21%	+19	4%	11%	-7	78%	74%	+4
2017-2018	41%	23%	+18	7%	14%	-7	88%	77%	+11
2018-2019	48%	23%	+25	10%	14%	-4	88%	75%	+13
2019-2020	41%	22%	+19	9%	14%	-5	85%	74%	+11
2020-2021	44%	23%	+21	9%	15%	-6	86%	75%	+11

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	New Dawn CHS	NYC CSD 15	Differential to District	New Dawn CHS	NYC CSD 15	Differential to District	New Dawn CHS	NYC CSD 15	Differential to District	New Dawn CHS	NYC CSD 15	Differential to District
2016-2017	70%	86%	**-16**	76%	84%	**-8**	70%	87%	**-17**	72%	86%	**-14**
2017-2018	62%	86%	**-24**	59%	84%	**-25**	70%	83%	**-13**	67%	86%	**-19**
2018-2019	49%	86%	**-37**	55%	83%	**-28**	55%	84%	**-29**	48%	85%	**-37**
2019-2020	65%	83%	**-18**	57%	79%	**-22**	85%	83%	**+2**	67%	83%	**-16**
2020-2021	69%	88%	**-19**	70%	83%	**-13**	75%	87%	**-12**	68%	88%	**-20**

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Notes

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

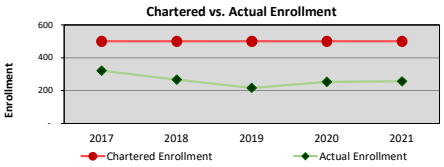
Charter School Fiscal Accountability Summary

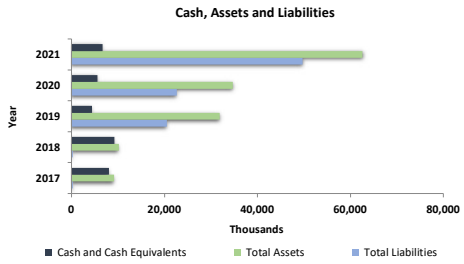
NEW DAWN CHARTER HIGH SCHOOL

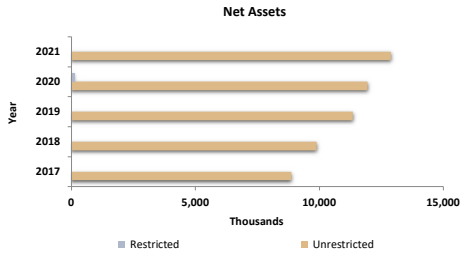
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	9-12	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	500	500	500	500	500
Maximum Chartered Enrollment	500	500	500	500	500
Actual Enrollment	321	266	216	253	256
ASSETS					
Current Assets					
Cash and Cash Equivalents	8,060,301	9,189,223	4,417,735	5,583,029	6,687,357
Grants and Contracts Receivable	518,446	339,958	275,467	463,893	361,215
Prepaid Expenses	139,101	134,878	126,903	147,098	293,636
Other Current Assets	-	-	-	263,300	85,608
Total Current Assets	8,717,848	9,664,059	4,820,105	6,457,320	7,427,816
Non-Current Assets					
Property, Building and Equipment, net	128,078	158,883	14,829,005	24,068,180	25,659,552
Restricted Cash	75,000	75,000	11,853,320	3,798,302	2,291,245
Security Deposits	238,360	238,360	375,000	375,000	171,300
Other Non-Current Assets	-	-	-	-	27,044,754
Total Non - Current Assets	441,438	472,243	27,057,325	28,241,482	55,166,851
Total Assets	9,159,286	10,136,302	31,877,430	34,698,802	62,594,667
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	204,974	90,420	325,854	585,417	517,767
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	2,537	-	-
Other Current Liabilities	-	-	324,446	646,915	376,784
Total Current Liabilities	204,974	90,420	652,837	1,232,332	894,551
Long-Term Liabilities					
Deferred Rent	86,051	154,225	-	1,113,053	-
Other Long-Term Liabilities	-	-	19,875,971	20,284,942	48,823,364
Total Long-Term Liabilities	86,051	154,225	19,875,971	21,397,995	48,823,364
Total Liabilities	291,025	244,645	20,528,808	22,630,327	49,717,915
NET ASSETS					
Unrestricted	8,868,261	9,891,657	11,348,622	11,942,200	12,876,752
Restricted	-	-	-	126,275	-
Total Net Assets	8,868,261	9,891,657	11,348,622	12,068,475	12,876,752
Total Liabilities and Net Assets	9,159,286	10,136,302	31,877,430	34,698,802	62,594,667

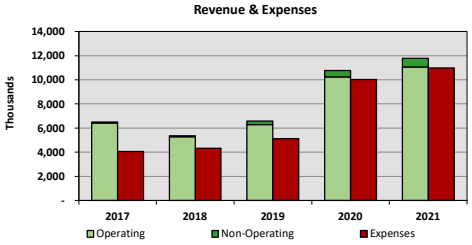


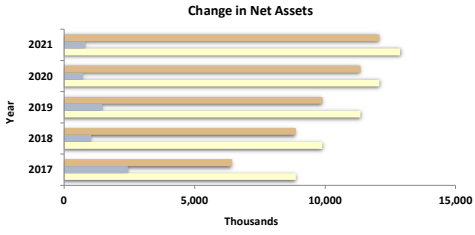




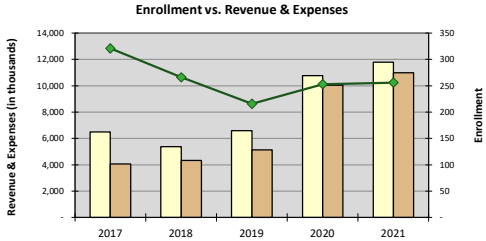
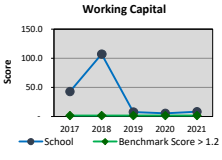
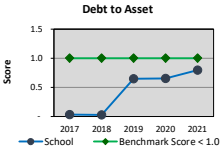
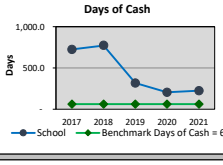
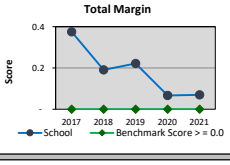
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	4,618,740	3,766,749	4,091,561	6,803,995	7,043,333
State and Local Per Pupil Revenue - SPED	1,304,306	1,010,022	1,378,854	2,013,694	2,263,626
State and Local Per Pupil Facilities Revenue	-	-	-	584,186	827,110
Federal Grants	295,239	343,297	808,166	847,613	504,553
State and City Grants	199,283	95,333	-	-	-
Other Operating Income	5,559	48,479	-	-	436,667
Total Operating Revenue	6,423,127	5,263,880	6,278,581	10,249,488	11,075,289
EXPENSES					
Program Services					
Regular Education	1,821,941	1,804,204	1,913,461	4,303,824	4,784,130
Special Education	1,483,848	1,695,732	2,181,481	4,049,415	4,692,360
Other Expenses	-	-	-	-	-
Total Program Services	3,305,789	3,499,936	4,094,942	8,353,239	9,476,490
Supporting Services					
Management and General	754,645	839,380	1,027,733	1,683,956	1,502,434
Fundraising	-	-	-	-	-
Total Support Services	754,645	839,380	1,027,733	1,683,956	1,502,434
Total Expenses	4,060,434	4,339,316	5,122,675	10,037,195	10,978,924
Surplus/Deficit from Operations	2,362,693	924,564	1,155,906	212,293	96,365
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	122,646	162,478	58,489
Contributions and Grants	73,603	98,832	24,188	345,082	6,508
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	154,225	-	646,915
Total Support and Other Revenue	73,603	98,832	301,059	507,560	711,912
Change in Net Assets	2,436,296	1,023,396	1,456,965	719,853	808,277
Net Assets - Beginning of Year	6,431,965	8,868,261	9,891,657	11,348,622	12,068,475
Net Assets - End of Year	8,868,261	9,891,657	11,348,622	12,068,475	12,876,752





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	20,010	19,789	29,068	40,512	43,263
Support and Other Revenue	229	372	1,394	2,006	2,781
Total Revenue	20,239	20,161	30,461	42,518	46,044
Expenses - Per Pupil					
Program Services	10,298	13,158	18,958	33,017	37,018
Mangement and General, Fundraising	2,351	3,156	4,758	6,656	5,869
Total Expenses	12,649	16,313	23,716	39,673	42,886
% of Program Services	81.4%	80.7%	79.9%	83.2%	86.3%
% of Management and Other	18.6%	19.3%	20.1%	16.8%	13.7%
% of Revenue Exceeding Expenses	60.0%	23.6%	28.4%	7.2%	7.4%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	3.00	2.65	2.64	2.29
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	8,512,874	9,573,639	4,167,268	5,224,988	6,533,265
Working Capital (Current) Ratio	42.5	106.9	7.4	5.2	8.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.0	0.0	0.6	0.7	0.8
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	724.6	772.9	314.8	203.0	222.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.4	0.2	0.2	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard